

## Getting started?

### The main priorities

It will be important to implement the process fairly strictly in the initial meetings.

If the group moves from the formality of the process the meetings tend to degenerate into general discussions and much of the power of action learning is lost.

After the first few months the group may wish to try some alternative approaches.



### The first meeting

The day should be planned to support learning. The process can be tiring.

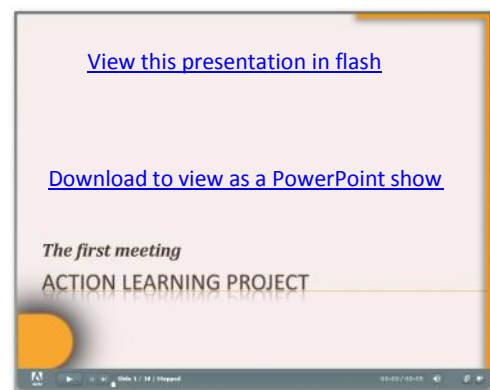
Regular short breaks may be necessary between presentations.

This will be up to the group to decide.

A water jug and glasses on the table are desirable.

Other people also add healthy snacks like nuts and fruit pieces.

Lunch and morning tea should be planned so they don't take from the core purpose of the day.



### Meeting closure

Before the closure of the meeting the details of the next meeting should be confirmed.

At the end of the day the facilitator will usually take up to 15 minutes to sum up and debrief.

### After the meeting

After the meeting the next stage in the work begins.

All members refine their plans and implement the next stage of their project.

# Facilitator

**Your role is to facilitate or lead the action learning set through the learning process**

**This requires you to:**

- **Manage the agenda**
- **Keep the group on time and task**
- **Monitor the questions**
- **Be prepared to model questions as needed**

## Tips

**Managing the agenda and keeping the group on task**

- Welcome everyone and provide an overview of the session
- Remind the group of the agreed protocols especially confidentiality
- Outline the agenda at the beginning. Revise the agenda if needed
- Keep to time and task
- Negotiate next meeting and any follow up
- Close meeting with reflections on the successes that you have noticed

**Monitoring the questions. Remember this is all about learning. Stop the process if the questions:**

- Are closed
- Restrict options
- Make suggestions
- Are judgmental
- Ask *why*
- Or if people interrupt

**Modeling questions**

- Rephrase questions or suggest alternatives
- Ask the group to suggest an alternative way of asking a leading or closed question

*Why didn't you involve the coordinator?* could become  
*Who will you need to involve if you are going to be effective?*

*Will that work?* could become  
*What do you expect to happen if you take that option?*

# Presenter

**Your role is to present the report of your project to the group and to answer their questions. They are here to support your learning. They will help you to explore and clarify issues, test ideas, refine plans, seek feedback, reflect on action and gain insight while working in a mutually supportive professional environment**

**This requires you to:**

- **Bring copies of report to the meeting**
- **Briefly present your report**
- **Answer the questions asked by your colleagues**
- **Be open to new ways of thinking and working**

## Tips

### Your report

- Prepare a one page report using the agreed scaffold
- Present it briefly in about ten minutes

### Answering the questions

- Listen to the questions you are asked and answer them honestly

### Be open to new thinking

- Be prepared for some discomfort
- Ask yourself what can you learn from the questions
- Tell the group if you need specific help on an area
- Remember this is all about learning

# Group member

*Or the questioner*

**Your role is to ask questions that help the presenter gain insight into their work. You will help them to explore and clarify issues, test ideas, refine plans, seek feedback, reflect on action and identify solutions while working in a mutually supportive professional environment**

**This requires you to:**

- **Follow the lead of the facilitator**
- **Follow the protocols agreed to by the group**
- **Listen deeply to the presentation**
- **Ask strategic questions that can assist the presenter to gain insight into their work or to find solutions**
- **Keep what is said confidential**

## Tips

### Listening

- Listen deeply to what isn't said as well as what is
- Listen for patterns
- Observe non verbal language

### Asking questions.

- Ask open ended questions
- Avoid leading, prompting or making suggestions
- Avoid multi part questions
- Avoid *Why* questions
- Avoid making judgments
- Allow periods of silence for thinking
- Listen without interruption until the presenter has finished

### Some useful questions

What is your issue? What outcome do you want?

What is happening now?

What problems does that cause?

How will you measure success?

How will you know when you are successful?

What will get in the way of this working?

Who can assist you? Where can you get the support you require?

What could ensure that this project is successful?

Which areas would you like to explore first, next?

What is the first thing that you would like to see happen?

What makes you think that?

What were the alternatives that you considered? Are there any other options you may not have considered?

What led you to choose this one? What led you to discard the others?

Can you do that?

What will you do now?

What should you do differently next time?

What response would you like from the set?

## Meeting agenda sample

### Meeting agenda (sample)

All members agree to:

- Attend **all** the action learning group meetings
- Adopt a sense of responsibility for the learning off the group
- Behave ethically and maintain confidentiality
- Do the work between the sessions

### AGENDA

Time	Activity	Notes
5 mins	<b>Welcome and overview</b>	The facilitator will open the meeting
45 mins	<b>Presenter 1</b> Presentation Clarification Questioning	The presentation should take about 10 mins. Clarifying questions should take about 5 mins We will leave 30 minutes for questioning
45 mins	<b>Presenter 2</b> Presentation Clarification Questioning	As above
45 mins	<b>Presenter 3</b> Presentation Clarification Questioning	As above
10 mins	<b>Closure</b> Feedback	The facilitator

Each session will last for two and a half hours. This will enable 3 groups to present. You could have 6 presentations in a whole day. Participants will stick to the time so that everyone gets time. After the session participants will return to work to begin work on their project. If help is required between sets you can contact your facilitator or each other.

# Sample action learning report 1

## Reflection Sheet

The Reflection Sheet is to be completed and shared with all group members.

### Goals/target

What am I trying to achieve?

### Context

What is happening now? What have I achieved so far?

### Reflection

What difference have I made? How do I know?

### Plan

What do I want to do next?

What processes will I use to get there?

How will I get started?

### Structure

How will I keep on track?

### Help / Support

Can you help me with?

Has this session been useful?

